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ABSTRACT

National Art Education Association (NAEA) presently is involved in initiating and supporting research efforts to advance visual arts education at all instructional levels and in all educational contexts. This document presents eight research areas with lists of general questions that need to be addressed, suggested research methodologies, and 10 recommendations for research efforts toward the next century. The recommendations, which derive from issues and practices related to the need for and content of a visual arts education research agenda, include: (1) NAEA will adopt and develop this research agenda in more detail; (2) detailed demographics issues will be addressed; (3) concepts of content and practices of art instruction will be examined; (4) curricular issues will be addressed, including content, instructional philosophy and objectives, and teaching strategies, resources, and outcomes; (5) instruction issues will be examined, including classroom management, program support mechanisms, methodology, time allotments, and resources; (6) context issues will be addressed related to various settings and context in which art education occurs; (7) learning issues will address measurement of attitudes and values, learning strategies and impact by art instruction; (8) teacher education issues will address the structure of all phases of teacher education from undergraduate programs through post-baccalaureate education and alternative certification standards; and (9) technology, wherein NAEA will establish an electronic data base to collect information and support visual arts research that includes identification of past and present researchers, research issues, and methodologies. An accompanying document provides a six-step "Blueprint for Implementing a Visual Arts Education Research Agenda." (MM)

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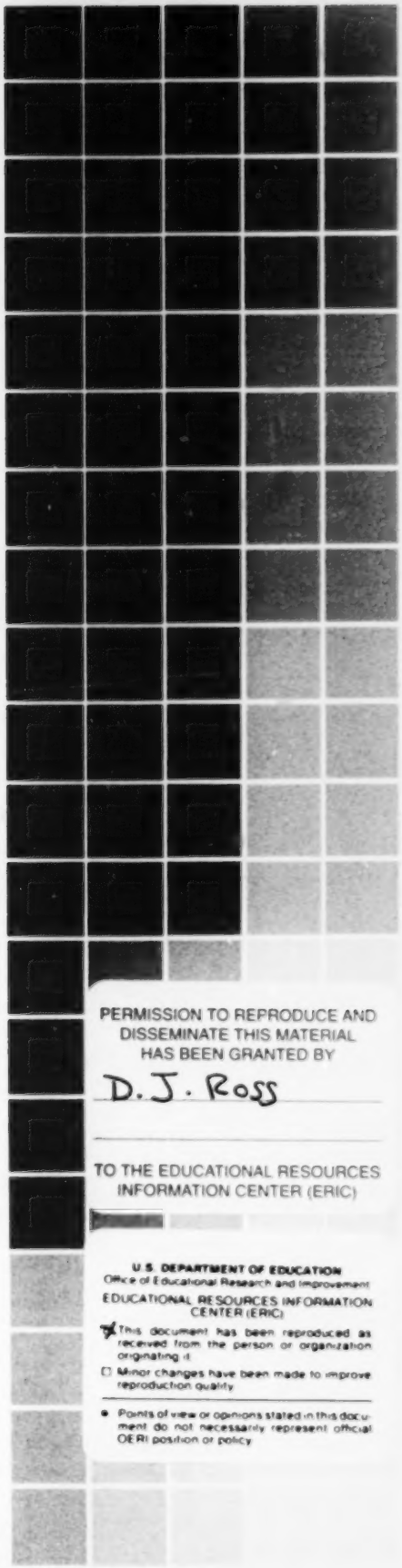
ART EDUCATION:

CREATING A VISUAL ARTS RESEARCH AGENDA TOWARD THE 21st CENTURY



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ART EDUCATION: CREATING A VISUAL ARTS RESEARCH AGENDA TOWARD THE 21st CENTURY

A FINAL REPORT

1994

NAEA COMMISSION ON RESEARCH IN ART EDUCATION

NATIONAL ART EDUCATION ASSOCIATION
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FOREWORD

NAEA presently is involved in initiating and supporting research efforts to advance visual arts education at all instructional levels and in all educational contexts. This NAEA statement, *Art Education: Creating a Visual Arts Research Agenda Toward the 21st Century,* includes eight research areas with lists of general questions that need to be addressed, suggested research methodologies, and ten recommendations for research efforts toward the next century. These research efforts represent a broad and inclusive approach to inquiry into the effectiveness of teaching and learning about the visual arts.

This *Research Agenda* had its beginnings at a conference held in 1992 sponsored by the U.S. Department of Education and the National Endowment for the Arts and attended by researchers, administrators, and practitioners from visual and performing arts education associations including NAEA. Following this meeting, James Clarke, then NAEA President, established the NAEA Commission on Research in Art Education, that I chair, and included journal editors, members of the research affiliate, as well as members of the NAEA Board of Directors, administrators, and practitioners. This Commission met several times and produced a preliminary draft of the *Agenda* that was sent to all NAEA members, policymakers, administrators, state and federal government representatives, interested organizations, and the media. Based on responses from these constituents, the NAEA *Research Agenda* was revised in December of 1993.

As a significant development, this Agenda supports research in visual arts education so that students of all ages can receive a quality visual arts education in a variety of instructional settings. It represents a long-range effort that cannot be accomplished in a few years. Already, plans are being made by NAEA to put this *Agenda* into action, but they will only move forward if all stakeholders collaborate in conducting research crucial to art education's future.

I would like to extend my appreciation to Research Commission members James Clarke, Richard Doornek, Elliot Eisner, MacArthur Goodwin, Karen Hamblen, Mark Hansen, Thomas Hatfield, Jerome Hausman, Ronald MacGregor, Richard Salome, Peter Smith, and Sarah Tambucci for their dedication and hard work on this project. My thanks also are extended to all those who responded to my request to review the preliminary draft. My hope is that the momentum that has been generated to support participation in research efforts in art education and make that research available to the field of art education will continue into the 21st century so that NAEA's mission to promote art education through professional development, service, leadership, and the advancement of knowledge will be carried forth.

Enid Zimmerman, Chair
NAEA Research Commission

PREFACE

On behalf of the members of the National Art Education Association and the Board of Directors, we express our gratitude and appreciation for the substantive work done by the NAEA Research Commission appointed by President Clarke three years ago. The commitment they gave and the expertise they provided to NAEA and the field are exemplary.

This *Agenda* is the result of several years of dedicated work and the responses from the field to the first draft circulated last year to over 20,000 members and stakeholders in the visual arts education community.

On behalf of the Board of Directors I accept the *Research Agenda* and praise the work of the Research Commission. While we commend the work in developing the *Agenda*, NAEA's work is not finished. We must start now to seek and implement an ongoing research presence within the association and the profession. To initiate that presence the Board of Directors has approved an implementation plan and has established an NAEA Research Endowment in the National Art Education Foundation to permanently award small research grants to encourage and support member participation.

The Board of Directors of the National Art Education Association has adopted *Art Education: Creating a Visual Arts Research Agenda Toward the 21st Century* as an official position of the Association, directed toward the promotion and recognition of research in art education. The NAEA is committed to our member researchers and will continue to enhance an ongoing presence necessary to encourage substantive research to improve student learning in the visual arts.

Mark R. Hansen, President
National Art Education Association

CREATING A VISUAL ARTS EDUCATION RESEARCH AGENDA TOWARDS THE 21st CENTURY

The National Art Education Association is committed to an ongoing research effort aimed at improving instruction in visual arts education. Toward this end, a coordinated planning and research strategy involving all levels of membership will be developed that addresses major research needs in the field of visual arts education. NAEA proposes to invite and support participation in research efforts by offering technical assistance and facilitating communications between individuals and groups engaged in visual arts education research that addresses issues relevant to art teaching and student learning in a variety of educational contexts. When feasible, cooperative research efforts for gathering and interpreting data will be encouraged. Provisions will be made when appropriate, for exchanging and cross-referencing findings. Such a research network has the potential for national and international exchanges of information.

It should be emphasized that research efforts being encouraged by NAEA will be directed at all levels of art education, from preschool through lifelong learning, in a variety of contexts both within and beyond schools, from a variety of populations with differing economic, social, racial, cultural, and gender perspectives. Collaborations will be encouraged among a wide range of professionals who use a variety of research methodologies appropriate for answering questions aimed at furthering quality visual arts education.

Need for a Research Agenda

Art educators have conducted research that has informed and continues to inform visual arts education theory and practice, but this research largely is a record of individual, independent studies that rarely have been replicated. Collaborative efforts in related studies and follow-up research have been sparse. It is necessary to identify research issues and appropriate methods that might be funded by private, governmental, philanthropic, and arts agencies as well as by educational institutions. Such research, the focus of which is to promote quality visual arts education, should address diverse approaches and concerns including some not-often-studied such as non-studio instruction, gender issues, minority

populations, relationships to business and industry, and art learning in non-school contexts. It is necessary to explore a wide variety of research issues that will facilitate examining, negotiating, and modifying commonly held beliefs in the field of art education. Such a research agenda should foster awareness, describe situations, clarify and define concepts and issues, extend current knowledge, test assumptions, and contribute to understanding the transformation of research into practice.

Content of a Research Agenda

The following content areas are presented as suggestions for an arts education research agenda toward the 21st century with examples of some general questions that might be addressed in each area:

• **Demographics** (baseline data about the visual arts teaching force, certification requirements, state and local curricula, resources, facilities, etc.)

- Who teaches art in primary, intermediate, middle, junior, and high schools?
- What is the nature of teacher preparation programs for various levels?
- Who teaches art in non-school settings; how are these teachers prepared and/or certified?
- What differences exist among states, regions, and local districts with respect to professional preparation of and expectations for art teachers?
- What assessment procedures are used to determine student progress in art?
- What is the nature of professional development programs for teachers in different states, regions, and local districts?

• **Conceptual Issues** (theoretical, philosophical, and historical issues dealing with content and practice of visual arts instruction, teaching dynamics, social implications, assessment criteria, etc.)

- What definitions of art are being used in art education programs?
- How have past educational practices shaped art education programs?
- What are considered worthwhile aims for visual arts education programs?

- What art content is considered appropriate to be taught? To whom?
- What art objects may best be used as examples at various grade levels?
- How might feminist inquiry and post-modern critical theories influence art teaching practices?
- What impact does cultural diversity have on the selection of art content used for study?
- What ethical and moral bases might inform the choice of content included in art curricula?

• **Curriculum** (content, instructional goals, aims, and objectives; teaching strategies, resources, alternative approaches, etc.)

- Are there major curriculum patterns that are used in school art programs at various grade levels? If so, what is the nature of these patterns?
- How is art curriculum theory translated into practice?
- To what extent is practice informed by theory and research?
- What art curriculum experiences may effect general educational outcomes such as creative, critical, and reflective thinking?
- What are different audiences' perceptions of what constitutes a quality art curriculum?
- What are differences between outcomes of art programs in which formal curricula are used and those that do not use such curricula?

• **Instruction** (problem setting, decision making, instructional support mechanisms, instructional resources, teaching methods, collaborative models, art health hazards, etc.)

- How are the visual arts taught in different demographic settings.
- What are the consequences of different approaches to teaching the visual arts?
- What are the implications of new technology on art instruction?
- How do teachers' beliefs about different aspects of education influence how they teach?
- What strategies are most effective for teaching preschool to lifelong learners from different social, cultural, and ethnic backgrounds?

- What teaching strategies promote linkages between making images and their metaphoric and symbolic meanings?

• **Instructional Settings** (social and environmental factors, classroom settings, community environments and other contexts beyond school, museum contexts, educational policies, supervision, administrative support, etc.)

- What are different educational environments; how do they affect art learning?
- What various levels of financial support exist; how do they affect art programs?
- What are federal, state, and school district art education policies; how do they affect practices in classrooms?
- How do educational reform movements affect art education practices?
- What are policies of state and local school boards; how do they shape art education practices?

• **Student Learning** (attitudes and values, learning strategies, developmental and cognitive factors, impact of art instruction, socio-cultural influences, etc.)

- How do students learn about art?
- How do students create, appreciate, and respond to art?
- How do students learn to interpret art from other times and other cultures?
- Are there differences in the ways students develop concepts, skills, attitudes, and values in making and responding to various forms of art?
- What instructional or affective outcomes (e.g., self-esteem, higher order thinking skills, employability, learning in other subjects) are achieved by studying art?

• **Program and Instructional Evaluation** (assessment of responses, processes, and products, qualitative assessment, individualized procedures, standardized testing, etc.)

- How are various outcomes of visual arts education assessed?
- What relationships exist among assessment and objectives, content, learning, teaching resources, and educational settings?
- What differences exist in assessment practices in art programs for students of different ages, genders, and backgrounds?
- Are there differences between art programs that include formal assessment practices and those that do not?
- How can assessment procedures be formulated to meet the needs and expectations of art educators, students, teachers, parents, and administrators?
- What are the different effects of using various types of assessment measures?
- How can creative, critical, and reflective thinking in art be assessed?

• **Teacher Education** (pre-service preparation, in-service education, laboratory and clinical experiences, post-baccalaureate certification, purposes and structure of teacher education programs, etc.)

- How do teacher education perspectives at different institutions lead to particular pedagogical beliefs and art classroom practices?
- What are the influences of parents, community, school districts, and national and state agencies on art teacher education?
- What knowledge, skills, and values are essential for art teachers to teach in a variety of educational settings?
- How are future art teachers prepared to interrelate the arts or integrate art with other subjects?
- How are art teachers prepared to teach students from diverse populations?
- What are effective models for staff development of practicing art teachers?

Research Methodologies and Applications

Methodologies for research in art education should be chosen that suit the questions that are asked and not the reverse. To establish a research agenda for the 21st century, content questions of direct concern to the role of art in education should be identified, then investigated through appropriate research methodologies.

A research agenda should include evolving ideas about the nature of art and art processes, teaching-learning processes, content and values related to those processes, and the contexts in which learning takes place. Answers to compelling research questions in art education can be found by investigating, recording, analyzing, and interpreting **what was** (historical research), **what is observable** (descriptive research including survey, longitudinal, qualitative, analytical, and cross-sectional), **what will occur under controlled conditions** (experimental research), **what is possible or proposed** (theoretical research), and **what is meaningful, good, true, or real** (philosophical and evaluation research).

Descriptive studies are needed to provide baseline information about the demography of visual arts education, including the teaching force, certification requirements, local and statewide curricula, resources, facilities, and policies. Historical, qualitative, experimental, theoretical, prescriptive, and philosophical studies are needed to address topics such as teacher preparation, content and practice of visual arts instruction, teaching dynamics, social issues, and assessment models.

Recommendations for a Visual Arts Education Research Agenda Toward the 21st Century

The following recommendations were derived from issues and practices related to the need for and content of a visual arts education research agenda toward the 21st century.

Recommendation One:

Research Agenda: NAEA will adopt this visual arts education research agenda and develop detailed, specific topics and initiatives that address issues relevant to visual arts education.

Recommendation Two:

Demographics: This agenda will address demographic issues, including data about the visual arts teaching force, certification, curricula, resources, technologies, facilities, and policies.

Recommendation Three:

Concepts: This agenda will address issues dealing with content and practices of art instruction including teaching, learning, socio-cultural concerns, and assessment concerns.

Recommendation Four:

Curriculum: This agenda will address curricular issues, including content; instructional philosophy, goals, aims, and objectives; teaching strategies, instructional and technological resources, and outcomes.

Recommendation Five:

Instruction: This agenda will address issues of instruction including problem solving, decision making, curricula, and program support mechanisms, teaching methods, time allotments, instructional and technological resources, instructional models, art teaching across domains, and collaboration with museums and other non-school organizations.

Recommendation Six:

Contexts: This agenda will address issues related to various settings and contexts in which art education occurs, including factors related to social and environmental issues, art health hazards, classroom settings, community environments, educational policies, administrative support, and out-of-school settings such as museums and other community resources.

Recommendation Seven:

Learning: This agenda will address issues related to student learning that include measurement of attitudes and values, learning across domains, learning strategies and styles, developmental and cognitive learning, and the impact of art instruction.

Recommendation Eight:

Assessment: This agenda will address issues related to instructional and program evaluation including assessment of processes and products, individualized procedures and tasks, criteria and benchmarks, qualitative assessment, and standardized testing.

Recommendation Nine:

Teacher Education: This agenda will address the structure of teacher education programs, and pre-service and in-service education issues including laboratory and clinical experiences, post-baccalaureate education, and alternative certification standards.

Recommendation Ten:

Technology: NAEA will establish an electronic data base to collect information and support visual arts research that includes identification of past and present researchers, research issues, and methodologies.

Toward the Future

A research agenda for the field of visual arts education is being established and supported by NAEA and funded by a variety of public and private sources. Outcomes of such research can be presented to the field, resulting in programs being established that employ the highest goals of quality art education for all populations, at all levels, and in all contexts. In developing a visual arts education research agenda toward the 21st century, NAEA will create and support networks and improve communications among researchers.

Members of the NAEA Commission on Research in Art Education

Dr. Enid Zimmerman, Professor of Art Education, Indiana University, *NAEA Research Commission Chair.*

Mr. James Clarke, Art Supervisor, Aldine Schools, Texas, *Past NAEA President, Ad Hoc Commission Member.*

Dr. Richard Doornek, Curriculum Specialist—Art, Milwaukee Public Schools, *Former NAEA Division Director.*

Dr. Elliot Eisner, Stanford University, *Former NAEA President and Past President of the American Educational Research Association.*

Mr. MacArthur Goodwin, South Carolina Department of Education, *NAEA Supervision Division Director.*

Dr. Karen Hamblen, Louisiana State University, *Past Senior Editor, Studies in Art Education.*

Mr. Mark Hansen, Art Supervisor, Forest Lake Schools, Minnesota, *NAEA President.*

Dr. Thomas A. Hatfield, NAEA Executive Director, *Ad Hoc Commission Member.*

Dr. Jerome Hausman, Urban Gateways, The Center for Arts in Education, *Past Editor, the Journal of Art Education.*

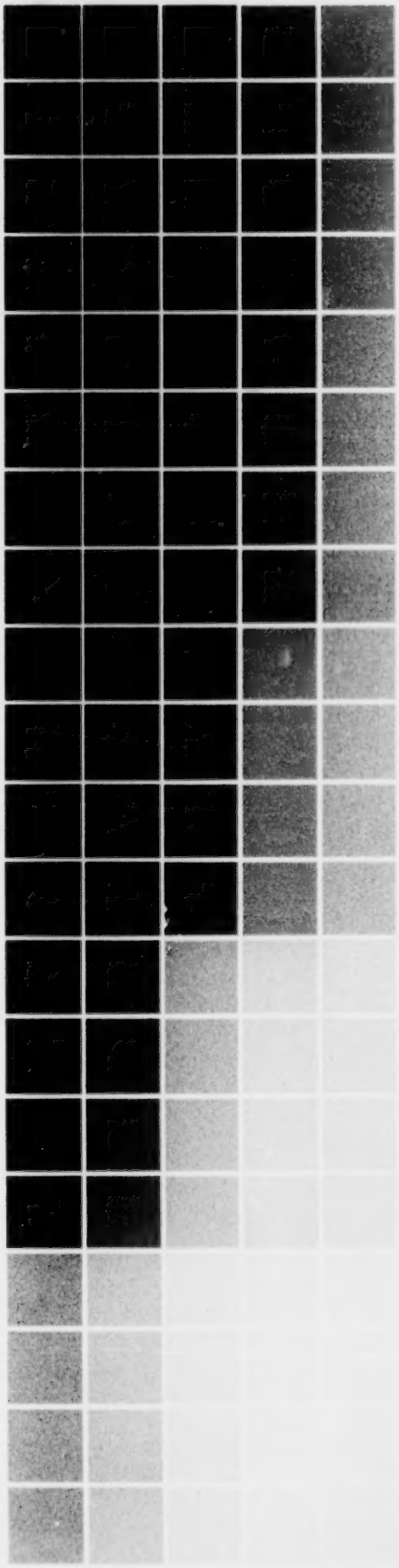
Dr. Ronald MacGregor, University of British Columbia, Canada, *Editor, The Journal of Art Education.*

Dr. Richard Salome, Illinois State University, *Former Editor of Studies in Art Education and Translations.*

Dr. Peter Smith, Purdue University, Indiana, *President of the Seminar for Research in Art Education.*

Dr. Sarah Tambucci, Principal, Chartiers Valley School District, Pennsylvania. *NAEA President Elect.*

BLUEPRINT FOR IMPLEMENTING A VISUAL ARTS EDUCATION RESEARCH AGENDA



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Recently, the National Art Education Association formulated a Visual Arts Research Agenda for the coming years. This paper takes that agenda into the arena of practice to support both research and practice. Six major areas are involved in implementation of the NAEA Research Agenda:

The mission of the National Art Education Association (NAEA) is to promote art education through professional development, service, leadership, and the advancement of knowledge.

1 Importance of Research to Art Education

- The NAEA Research Agenda encourages collaboration among all levels of teaching, to conduct research, share findings, and apply research outcomes to appropriate contexts.
- The NAEA Research Agenda is designed to give direction and focus to art education research, to provide essential information and enhanced learning opportunities for all students, and to offer teachers opportunities to reflect upon their actions and those of their students.

Rationale

- Research allows teachers at all levels–elementary, secondary, and university–to step back from everyday events and reflect critically on their own teaching methods and strategies.
- Research results help establish priorities for future actions.

2 New Initiatives

- The NAEA Research Agenda offers various opportunities for new initiatives that stress collaboration among teachers, researchers, and other educational agents.
- The specific areas listed as research priorities give maximum benefits to everyone involved in art education while offering maximum opportunities for cooperative and productive research.
- New initiatives arising out of this agenda can result in better understanding of how and why art is taught. They can mobilize efforts throughout the field of art education.

Rationale

New initiatives are needed to organize areas of interest into clusters or related groups.

3 Development of a Shared Structure

Rationale

- To implement these initiatives, the means to communicate, whether in print, electronically, or verbally, are needed.
- Collaboration among interested persons will ensure efficient use of resources and diminish duplication.

NAEA will support the Research Agenda through

- Facilitating communications through its journals, publications, conferences, databanks, and the like.
- Encouraging networking among members at all levels of education.
- Coordinating research efforts that examine the past, current, and future needs of art education and highlight areas of interest and need.
- Encouraging and facilitating collaborative projects among researchers and practitioners.

4 Briefing Papers

NAEA's Research Agenda calls for art education research in the following areas:

- Demographics
- Concepts
- Curriculum
- Instruction
- Contexts
- Learning
- Assessment
- Teacher Education
- Technology

NAEA will undertake to support the Research Agenda and its implementation through the efforts enumerated above and specifically through issuing to all members a series of Briefing Papers. For each of the nine research areas identified in the Research Agenda, a distinguished individual will be asked to write a Briefing Paper. Each Briefing Paper will include:

- Research conducted in one of the nine areas specified in the Research Agenda.
- Methodologies employed in research studies.
- Bibliographies and resources relevant to the particular area of that Briefing Paper.

These Briefing Papers will be similar in format and, it is hoped, will serve as an impetus for further research.

NAEA's Visual Art Research Agenda was mailed to all members in 1993. If you require an additional copy, please contact NAEA at 1916 Association Drive, Reston, VA 22091-1590.

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5 Special Research Task Forces

Publication of the Briefing Papers will be followed by creating in each of the eight areas identified in the Research Agenda:

Task Force Leaders

- The task forces will be chaired by the individuals who write the Briefing Papers.
- Each task force leader will
  - Seek to identify and contact art educators with similar interests and expertise.
  - Develop and promote research projects.
  - Collect abstracts on completed and ongoing research.
  - Inform NAEA of task force activities and progress.
  - Coordinate task force meetings.

The size of the task force will not be limited and NAEA will seek to include on each task force partners from various levels of art education and all parties with a direct interest in the topic. Subgroups may be formed as needed.

Task Force Members

- All NAEA members will be eligible to join one of these task forces.
- The Briefing Paper will contain information on starting up the task force.
- Task force members will meet annually at the NAEA convention and a concerted effort will be made by task force chairs and NAEA to have regular communications and collaboration on research throughout the year.

6 Ongoing Research Presence

In addition to the efforts already outlined, NAEA will maintain an ongoing research presence in art education through:

- Research grants available through the National Art Education Foundation.
- Increased use of NAEA conventions for communication, planning, coordination, and reporting of research.
- Inauguration of an NAEA databank of researchers and abstracts of their research.
- The NAEA publications program.

Some NAEA affiliates already have a research presence and provide additional means of maintaining involvement in research activity.

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